**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fifth Grade – Module 3**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fifth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 3 Grading Guidance:**

* Standards 5.NF.1 and 5.NF.2 are only assessed in Fifth Grade Module 3. The remaining standards in this module will be assessed again in later modules. (See checklist on page 5.)

**Updates**

We recommend previewing the End-of-Module Assessment prior to teaching the module. The Mid- and End-of-Module Assessments can be found in your EngageNY Teacher Binder at the end of each module.

**Grade 5 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 3, and future modules in which those standards will be assessed.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 5 MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 5.OA | 1 |  | X |  | X |  |  |
| 2 |  | X |  | X |  | X |
| 3 |  |  |  |  |  | X |
| 5.NBT | 1\* | X | X |  |  |  |  |
| 2\* | X | X |  |  |  |  |
| 3a\* | X |  |  |  |  |  |
| 3b\* | X |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |
| 5\* |  | X |  |  |  |  |
| 6\* |  | X |  |  |  |  |
| 7\* | X | X |  | X |  |  |
| 5.NF | 1\* |  |  | X |  |  |  |
| 2\* |  |  | X |  |  |  |
| 3\* |  |  |  | X |  |  |
| 4a\* |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |
| 5a\* |  |  |  | X |  |  |
| 5b\* |  |  |  | X |  |  |
| 6\* |  |  |  | X |  |  |
| 7a\* |  |  |  | X |  |  |
| 7b\* |  |  |  | X |  |  |
| 7c\* |  |  |  | X |  |  |
| 5.MD | 1 | X | X |  | X |  |  |
| 2 |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |
| 3b\* |  |  |  |  | X |  |
| 4\* |  |  |  |  | X |  |
| 5a\* |  |  |  |  | X |  |
| 5b\* |  |  |  |  | X |  |
| 5c\* |  |  |  |  | X |  |
| 5.G | 1 |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |
| 3 |  |  |  |  | X |  |
| 4 |  |  |  |  | X |  |

**Fifth Grade Module 3: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Module 3 Mid-Module Assessment | | |
| Domain | Standards | |
| Question | | Number and Operations - Fractions | 5.NF.1 | 5.NF.2 |
| 1a | | 0 1 2 3 |  |  |
| 1b | | 0 1 2 3 |  |  |
| 1c | | 0 1 2 3 |  |  |
| 1d | | 0 1 2 3 |  |  |
|  | | | | |  |
| Domain  Score | Number and Operations - Fractions | | Note: For more information about standards assessed in this module, see back of this score sheet. | | |
| Level |  | |
| Level 3 | 10-12 points | |
| Level 2 | 6-9 points | |
| Level 1 | 0-5 points | |

Notes:

**Fifth Grade Module 3: Mid-Module Assessment Task Score Sheet (continued)**

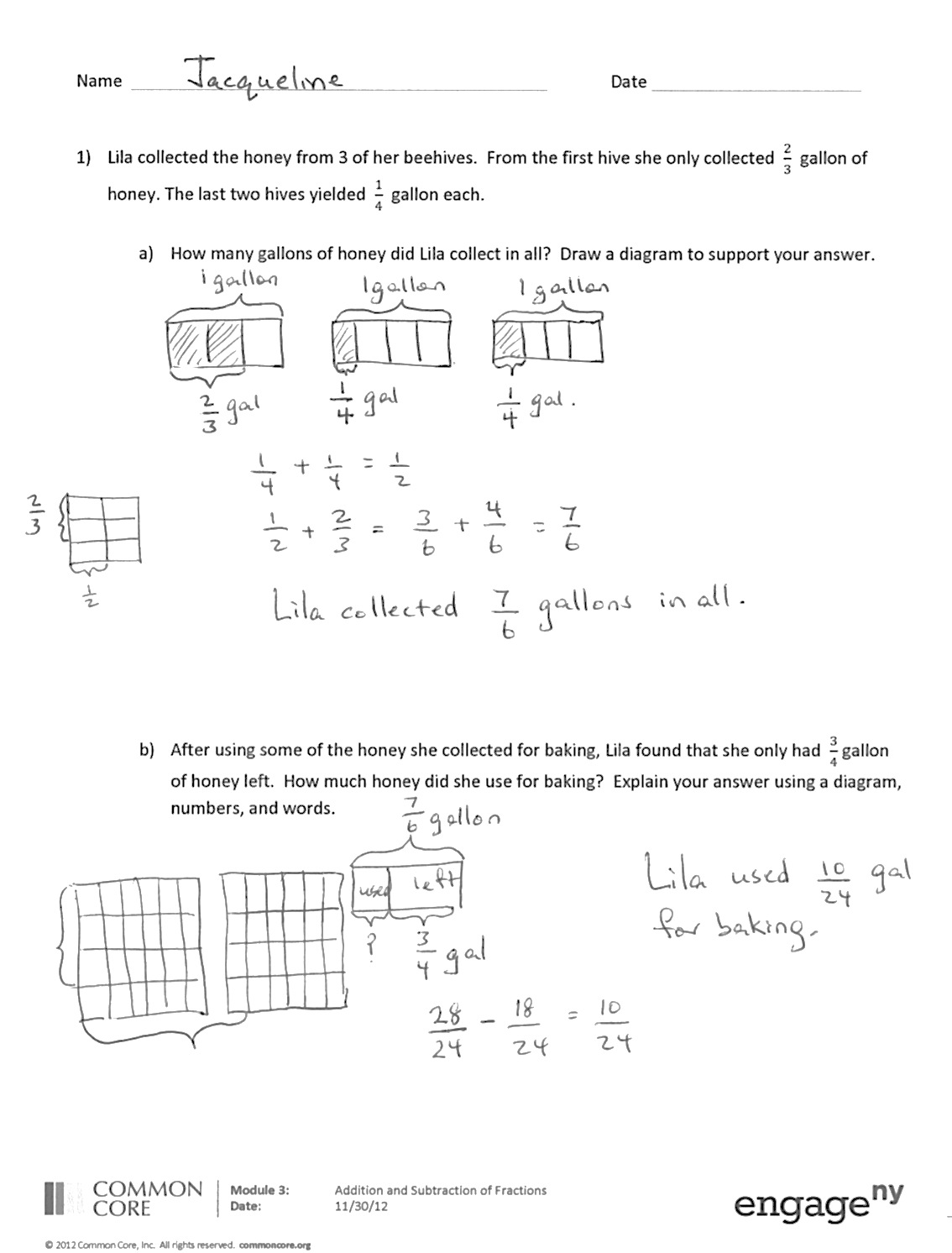
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| --- |
| Mid-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Understand place value.  5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*  5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2*. |

**Fifth Grade Module 3: Mid-Module Assessment Task Rubric**

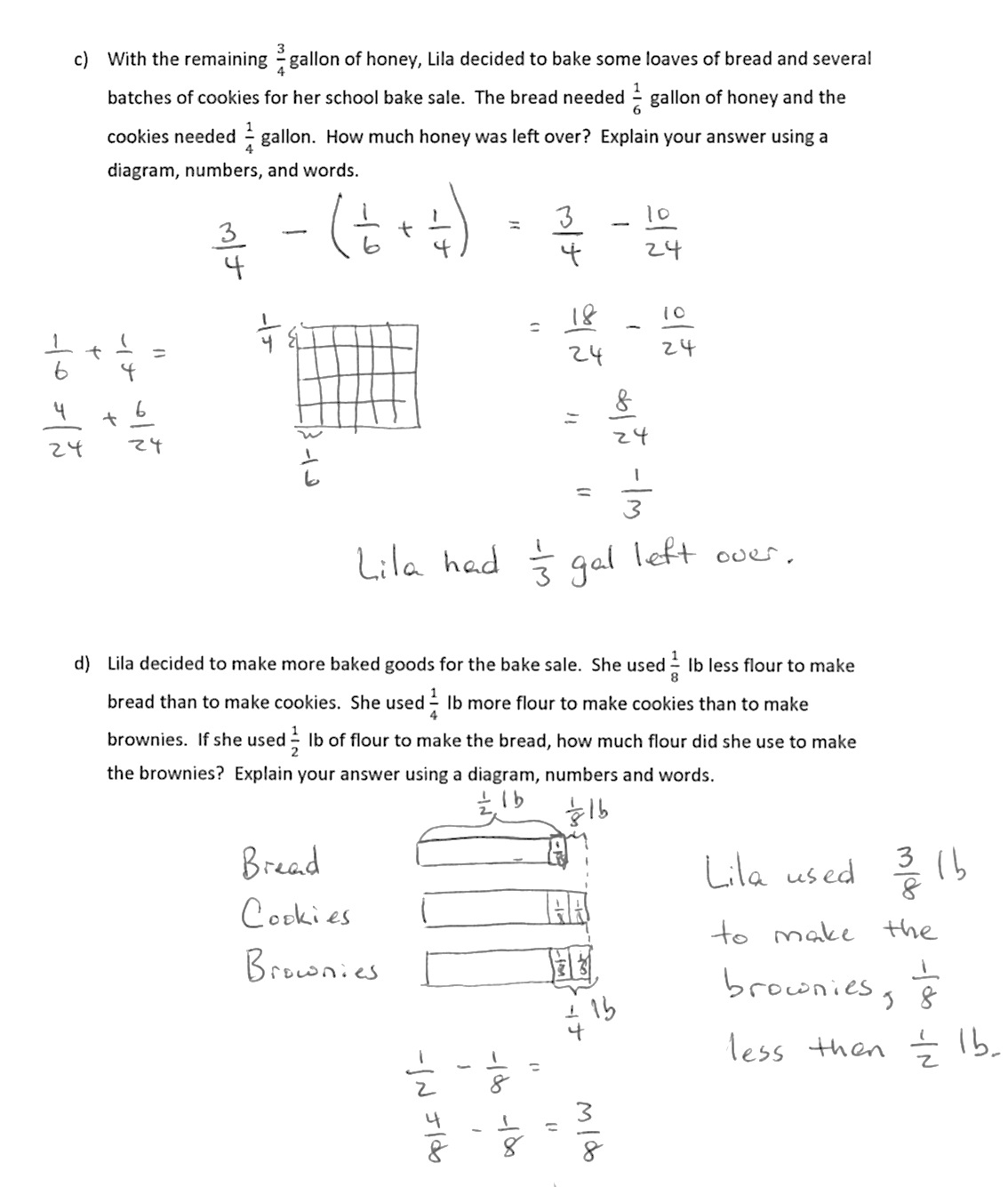
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1(a)**  5.NF.1 | The student shows little evidence of clear reasoning and understanding, resulting with an incorrect answer. | The student shows evidence of beginning to understand addition fractions with unlike denominators, but the answer is incorrect. | The student correctly answers one of the two parts (calculation or diagram). | The student correctly:   1. Calculates 14/12 gal, 1 2/12 gal, 1 1/6 gal, 7/6 gal, or equivalent. 2. Illustrates the answer clearly in a diagram. |
| **1(b) \***  5.NF.1  5.NF.2 | The student correctly answers **0** of the 4 parts. | The student correctly answers **1** of the 4 parts. | The student correctly answers **2** of the 4 parts. | The student correctly answers **3-4** of the 4 parts. (See below.) |
| 1. Calculates 5/12 or 10/24 gal. or equivalent. 2. Illustrates the answer clearly in words, 3. numbers, and a 4. diagram. | | | |
| **1(c) \***  5.NF.1  5.NF.2 | The student correctly answers **0** of the parts. | The student correctly answers **1** of the 4 parts. | The student correctly answers **2** of the 4 parts. | The student correctly answers **3-4** of the 4 parts. (See below.) |
| 1. Calculates 1/3 gal or equivalent fraction, such as 4/12 gal. 2. Models 1/6 + 1/4 and 3/4 – 5/12, or alternatively models 3/4 – 1/6 –3/4 using words, 3. numbers, and a 4. diagram. | | | |
| **1(d) \***  5.NF.1  5.NF.2 | The student correctly answers **0** of the 4 parts. | The student correctly answers **1** of the 4 parts. | The student correctly answers **2** of the 4 parts. | The student correctly answers **3-4** of the 4 parts. (See below.) |
| 1. Calculates 3/8 lb. as the amount of flour used for brownies. 2. Diagrams and uses 3. words and 4. numbers to clearly explain the solution. | | | |

**Fifth Grade Module 3: Mid-Module Assessment Task Key**



**Fifth Grade Module 3: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 3: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 3 End-of-Module Assessment** | | | | | | |
| **Domain** | | | **Standards** | | | |
| Question | Number and Operations Fractions | | | 5.NBT.1 | | | 5.NBT.2 |
| 1a | 0 1 2 3 | | |  | | |  |
| 1b | 0 1 2 3 | | |  | | |  |
| 2a | 0 1 2 3 | | |  | | |  |
| 2b | 0 1 2 3 | | |  | | |  |
| 2c | 0 1 2 3 | | |  | | |  |
|  | |  |  | |  | | |
| Domain  Score | Number and Operations Fractions | | |  | |
| Level |  | | |  | |
| Level 3 | 13-15 points | | |  | |
| Level 2 | 8-12 points | | |  | |
| Level 1 | 0-7 points | | |  | |

Notes:

**Fifth Grade Module 3: End-of-Module Assessment Task Score Sheet (continued)**

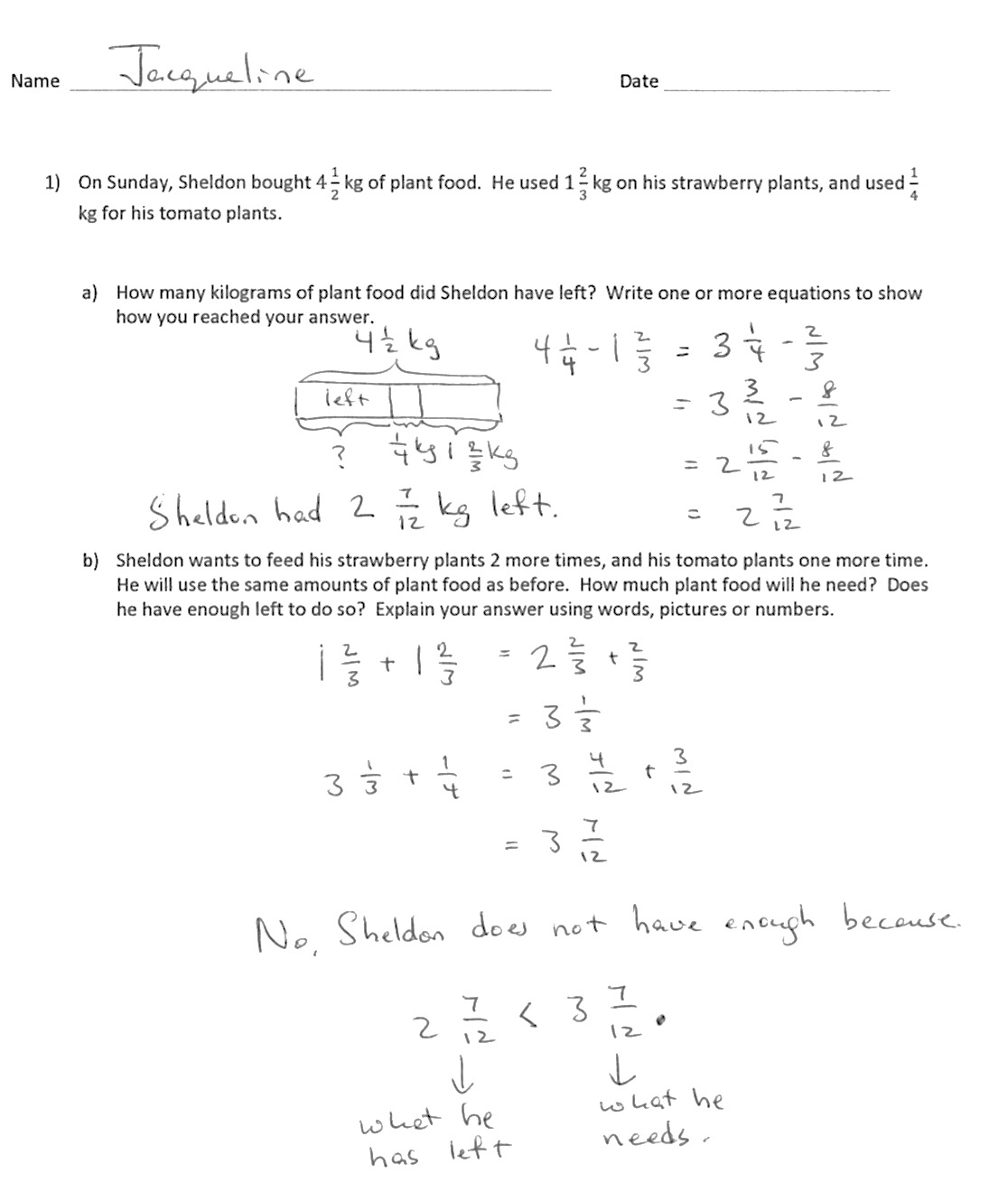
|  |
| --- |
| End-of-Module Assessment Task (Topics C–D)  Clusters and Standards Addressed |
| Understand place value.  5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.  5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. |

**Fifth Grade Module 3: End-of-Module Assessment Task Rubric**

**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1(a)**  5.NF.1  5.NF.2 | The work shows little evidence of conceptual or procedural strength. | The student gets the incorrect answer and has trouble manipulating the units or setting up the problem. | The student correctly:  1. Calculates that Sheldon has 2 14/24 or 2 7/12 kg of plant food left without showing work.  **OR**  2. Writes one or more equations to show how the answer was reached, but makes a calculation error and does not arrive at the correct answer. | The student correctly:  1. Calculates that Sheldon has 2 14/24 or 2 7/12 kg of plant food left.  2. Writes one or more equations to show how the answer was reached. |
| **1(b)**  5.NF.1  5.NF.2 | The student was unable to make sense of the problem in any intelligible way. | The student correctly answers 1 of the 3 parts. | The student correctly answers 2 of the 3 parts. | The student correctly answers 3 of the 3 parts. (See below.) |
| 1. Calculates that Sheldon needs 3 7/12 kg of plant food. 2. Notes that 3 7/12 is more than 2 7/12, so Sheldon does not have enough. \* 3. Explains answer/shows work using words, pictures, or numbers. \*   \*Allow full credit for answers that are correct based on incorrect work in part 1a. | | | |
| **2(a)**  5.NF.1  5.NF.2 | The solution is incorrect and shows little evidence of understanding of the need for like units | The student shows evidence of beginning to understand addition fractions with unlike denominators but cannot apply that knowledge to this part–whole comparison. | The student correctly:   1. Calculates that Sheldon picked 3 13/20 kg of strawberries in the afternoon without showing work.   **OR**   1. Explains answer/shows work using words, pictures, or numbers, but makes a calculation error. | The student correctly:   1. Calculates that Sheldon picked 3 13/20 kg of strawberries in the afternoon. 2. Explains answer/shows work using words, pictures, or numbers. |
| **2(b)**  5.NF.1  5.NF.2 | The solution is incorrect and shows no evidence of being able to work with decimal fractions and fifths simultaneously. | The student shows evidence of recognizing how to convert fractions to decimals or decimals to fractions but fails to do so correctly. | The student correctly:  1. Calculates that 3 8/10 kg or 3 4/5 kg of tomatoes were not rotten  **OR**  2. Writes an equation/uses numbers to show how answer was reached, but makes a calculation error. | The student correctly:  1. Calculates that 3 8/10 kg or 3 4/5 kg of tomatoes were not rotten  2. Writes an equation/uses numbers to show how answer was reached. |
| **2(c)**  5.NF.1  5.NF.2 | The solution is incorrect and shows little evidence of understanding of fraction comparison. | The student correctly answers 1 of the 3 parts. | The student correctly answers 2 of the 3 parts. | The student correctly answers 3 of the 3 parts. (See below.) |
| 1. Responds that garden produced more tomatoes. \* 2. Responds that there was 3/20 kg more tomatoes. \* 3. Gives equation such as 3 4/5 – 3 13/20 = 3 16/20 – 3 13/20 = 3/20. \*   \* Allow full credit for correct work based on incorrect answers from parts 2a and 2b. | | | |

**Fifth Grade Module 3: End-of-Module Assessment Task Key**



**Fifth Grade Module 3: End-of-Module Assessment Task Key (continued)**

